Rec'd 4/8/2010

POINT PLEASANT INTERMEDIATE SCHOOL

Intent to Apply for SIG Grant Tier III

Needs Assessment and Root Causes

Overview of School AYP Data

Point Pleasant Intermediate School did not make Adequate Yearly Progress in the school years 2004-2005, 2005-2006, 2007-2008 and 2008-2009. Notification of school improvement identification status is sent home to parents on or before the first day of school.

On examination and careful analysis of the 2009 WESTEST 2 data, it is clear that instructional emphasis be placed on the Students with Disabilities subgroup in reading/language arts. Our secondary focus will be in reading/language arts in the Low SES and mathematics in the Students with Disabilities categories.

WESTEST 2 Data

	ALL		Economically Disadvantaged		Students with Disabilities	
	Math	RLA	Math	RLA	Math	RLA
2008-2009	63	62	57	52	44	31

WESTEST Data

	ALL		Economically Disadvantaged		Students with Disabilities	
	Math	RLA	Math	RLA	Math	RLA
2003-2004	64	70	53	56	21	27
2004-2005	66	77	56	67	32	39
2005-2006	68	76	56	66	36	44
2006-2007	70	77	62	69	45	50
2007-2008	74	76	67	67	45	44

External Trend Data:

Population in Mason County and Point Pleasant has remained consistent within the last year. Unemployment rate has also remained unchanged, although it is a state high of 7.5%. More than 72% of persons age 25+ have a high school degree, but less than 9% have a college degree. Median income in the city of Point Pleasant is $27,022 with 22% of people living below the poverty line. 38% of children under the age of 18 live in poverty.

Student Achievement Data:

NCLB Data For School Year 2008-09

PT. PLEASANT INTERMEDIATE
MASONCOUNTY
Did Not Meet AYP

	MATH		READING	
	Part. Rate	Assessment	Part. Rate	Assessment
ALL	met	met	met	met
SPECIAL ED	met	met	met	did not meet
LOW SES	met	met	met	met
LEP	NA	NA	NA	NA
Attendance Rate - met				

NCLB Data For School Year 2007-08

PT. PLEASANT INTERMEDIATE
MASONCOUNTY
Did Not Meet AYP

	MATH		READING	
	Part. Rate	Assessment	Part. Rate	Assessment
ALL	met	met	met	met
WHITE	met	met	met	met
SPECIAL ED	met	did not meet	met	did not meet
LOW SES	met	met	met	met
LEP	NA	NA	NA	NA
Attendance Rate - met				

NCLB Data For School Year 2006-2007

PT. PLEASANT INTERMEDIATE
MASONCOUNTY
Met AYP

	MATH		READING	
	Part. Rate	Assessment	Part. Rate	Assessment
ALL	met	met	met	met

WHITE	met	met	met	met
SPECIAL ED	met	met	met	met
LOW SES	met	met	met	met
LEP	NA	NA	NA	NA
Attendance Rate - met				

NCLB Data For School Year 2005-2006

PT. PLEASANT INTERMEDIATE
MASONCOUNTY
Did Not Meet AYP

	MATH		READING	
	Part. Rate	**Assessment**	**Part. Rate**	**Assessment**
ALL	met	met	met	met
WHITE	met	met	met	met
SPECIAL ED	met	did not meet	met	did not meet
LOW SES	met	did not meet	met	met
LEP	NA	NA	NA	NA
Attendance Rate - met				

NCLB Data For School Year 2004-2005

PT. PLEASANT INTERMEDIATE
MASONCOUNTY
Did Not Meet AYP

	MATH		READING	
	Part. Rate	**Assessment**	**Part. Rate**	**Assessment**
ALL	met	met	met	met
WHITE	met	met	met	met
SPECIAL ED	met	met	met	met
LOW SES	met	did not meet	met	met
LEP	NA	NA	NA	NA
Attendance Rate - met				

NCLB Data For School Year 2003-2004

PT. PLEASANT INTERMEDIATE
MASON COUNTY
New School

WV Achieve Cell Compliance Ratio (CCR):	**100**
WV Achieve Responsible Cell Compliance Ratio (RCCR):	**100**

	MATH		READING	
	Part. Rate	**% Proficient**	**Part. Rate**	**% Proficient**
ALL	NA	met	NA	met
WHITE	NA	met	NA	met
SPECIAL ED	NA	NA	NA	NA
LOW SES	NA	NA	NA	NA
LEP	NA	NA	NA	NA
Attendance Rate - NA				

WESTEST 2 Confidential Item Analysis Summary

PPIS staff has analyzed the Confidential Item Analysis summary. CSOs were compared between the ALL subgroup and the Students with Disabilities subgroup. Little difference was found in the weaknesses of both subgroups. Staff made the following determinations: On a school-wide basis emphasis must be placed on higher order thinking strategies and real world connections. Algebra in third and fourth grades and measurement and geometry in fifth and sixth grades are areas of concern. In reading/language arts comprehension, drawing conclusions, and composition are areas to be addressed. Each grade level also determined specific items of concern to ensure weaknesses are addressed at all grade levels.

Third grade weaknesses include MA3.1.4. apply estimation skills (rounding, benchmarks, compatible numbers) to solve and evaluate reasonableness of an answer, MA3.1.9 demonstrate and model multiplication (repeated addition, arrays) and division (repeated subtraction, partitioning), MA3.2.2 create an input/output model using addition, subtraction, multiplication or division, MA 3.3.4 identify, describe and draw lines of symmetry in two-dimensional shapes, MA3.5.1 collect and organize grade-appropriate real-world data from observation, surveys, and experiments, and identify and construct appropriate ways to display data; RLA3.1.6 use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic, RLA3.2.5 identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words

correctly, spell irregular verbs and irregular plural nouns, RLA3.2.7 identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns)

Fourth Grade weaknesses: MA4.2.1 determine the rule and explain how change in one variable relates to the change in the second variable, given an input/output model using two operations, MA4.3.4 identify and create a two-dimensional design with one line of symmetry, MA4.3.7 select, analyze and justify appropriate use of transformations (translations, rotations, flips) to solve geometric problems including congruency and tiling (tessellations), MA4.5.4 Solve real world problems using mean, median and mode; RLA4.1.10 compare and contrast self to text in making connections to characters or simple events in a literary work to own life and other cultures (e.g. events, characters, conflicts, themes), RLA4.1.12 recognize and explain the defining characteristics of genre in literary and informational texts, RLA4.2.2 develop and apply the proper structure for simple and compound sentences, RLA4.2.9 use editing strategies to correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and grammar

Fifth Grade weaknesses: MA5.2.2 given an input/output model using two operations, determine the rule, output or input, MA5.3.3 create a design with more than one line of symmetry, MA5.3.4 construct a circle with a given radius or diameter, MA5.5.2 construct, read, and interpret tables, charts, and graphs including stem and leaf plots to draw reasonable inferences or verify predictions; RLA5.1.8 differentiate and apply comprehension strategies in literary and informational texts to draw conclusions, predict, use context clues, summarize, and judge text critically, RLA5.1.9 determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize author's/reader's purpose, RLA5.1.10 compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts, RLA5.2.5 write and edit the mechanics and grammar of a variety of sentence types: simple, compound, declarative, exclamatory, imperative, interrogative

Sixth Grade weaknesses: MA6.2.4 determine the rule, output or input; given an input/output model using one operation, write an algebraic expression for the rule and use to identify other input/output values, MA6.3.3 apply the concepts of parallel, perpendicular, intersecting, and skew lines to real-world situations (i.e. roads and routes), MA6.3.4 create designs using line and rotational symmetry, MA6.4.3 investigate, model and describe surface area of rectangular prisms and cylinders; develop strategies to determine the surface area of rectangular prisms; RLA6.1.8 interpret the actions, behaviors and motives of characters in literary texts, RLA6.1.13 identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism), compositions are also an area of concern so emphasis will be placed on Four Square Writing across curricular areas.

WESTEST 2 Confidential Roster Report

Staff members analyzed the Confidential Roster Report and identified students with borderline scores (within five points of moving either higher or lower) in order to determine those who have a likelihood of increasing or decreasing their achievement level. Specific interventions were determined by each grade level for these students. These students will be monitored on a regular

basis. DIBELS benchmark testing determines the amount of monitoring in the areas of reading/language arts. Informal assessments and the adopted math series assessments determine the amount of monitoring required in mathematics. Each student is monitored at least three times per year in both mathematics and reading/language arts. Students scoring in the Above Mastery or Distinguished levels are provided accelerated lessons as prescribed by classroom teachers.

Informal Reading Assessment

PPIS is a Reading First School and uses DIBELS benchmark testing at all grade levels.

Informal Math Assessment

PPIS is a 3 – 6 facility and does not use IMA. There are three AYP-type testing instruments provided in the adopted mathematics series. These are used to monitor students along with other informal assessments.

Formative and Benchmark Assessments

Significant progress has been made, but there is still room for growth. PPIS received a Title I School Improvement Grant and formative assessments were developed. A "Theory in Practice Observation Form" (TIP-OF) will be used by the principal, external facilitator, central office personnel, and leadership team to ensure that research-based instructional strategies are being implemented. These strategies were identified through careful curricular analysis. The school reform team meets quarterly to review, revise, and restructure progress toward full curricular implementation.

Other Student Outcomes:

Student enrollment at Point Pleasant Intermediate School is currently 391 students. This is approximately the same enrollment from one year ago. PPIS meets the state criterion for attendance with a rate of 95.8%. Of concern is the number of students arriving tardy or being dismissed early. An attendance incentive plan is in place which addresses these issues. PPIS is one of four feeder schools for Point Pleasant Junior-Senior High School. The most recent drop-out rate available for PPJ/SH is 4.9%.

Analysis of Culture, Conditions and Practices:

PPIS was monitored by OEPA, Title I, and Reading First in the 2007-2008 school year. No findings were reported. Full accreditation was granted by OEPA. The PPIS Title I committee reviewed survey results from the "Assessment of School Progress Toward Schoolwide Improvement." Baseline data was collected. The survey was conducted in January 2009 and May 2009 for further evaluation. PPIS teachers are fully certified.

Root Causes:

The school reviewed a variety of data to construct a needs assessment and establish a mission to increase performance on benchmarks to include WESTEST 2. This process assisted the school in

identifying the **root causes** of failure to continuously make adequate yearly progress. The staff determined the following root causes:

1. Clearly identified academic benchmarks are not present; therefore, gaps in student achievement cannot be accurately measured.
2. Classroom management strategies need to be addressed to ensure instructional time is maximized
3. Continued deconstructing of CSOs is needed to increase teacher understanding and to ensure content standards and objectives are effectively taught.

District Capacity Index:

The district capacity index evaluation by the LEA School Improvement Team and the Point Pleasant Intermediate School Improvement Team resulted in a score of 18. Both committees felt the LEA was moving forward and making improvements with the Title I and District offices. It was determined that both groups would work diligently in taking the necessary steps to support and implement activities selected for the school. The SIG grant is endorsed wholeheartedly by the new superintendent, new Title I coordinator, and new Elementary coordinator.

A group of relevant stakeholders has already been identified and met March 14, 2010 and March 31, 2010 to discuss activities and input in the grant writing process. An additional meeting is planned April 15, 2010 to share information with all stakeholders at the school to discuss root causes, deficiencies and address the selection of activities for the grant. In addition, the intervention models will also be explained and identified.

Activities Selected:

The LEA and Point Pleasant Intermediate School Improvement committees identified an outside entity to address Professional Learning Communities with Solutions Tree to encompass the following:

1. Leadership

2. Curriculum/Instruction/Assessment

3. Climate and Culture

Budget:

SOLUTIONS TREE

Year One (Resource costs to be determined based on quantity)

Initial Planning Meeting:

This meeting is to include a Solution Tree Representative (Lead Associate), key stakeholders from the participating school, along with district representation.

Lead Associate – 1 day

Cost: $6,500.00

Building Level Needs Assessment

At the beginning of the school year, a needs assessment will be completed with a 1-day on-site Lead Associate visit.

Lead Associate – 1 day

Cost: $6,500.00

On-site Orientation for faculty and staff:

In order to ensure a base knowledge level of understanding and to begin defining some common language for educators, an orientation for the faculty and staff will be held prior to the start of the school year. Audience: Building Specific faculty and staff

Resources: PROFESSIONAL LEARNING COMMUNITIES TOOLKIT (included)

PLC Overview – 1 day

Cost: $7,150.00

Administrative Leadership Training:

This 1-day training is for principals, assistant principals and central office level leaders participating in the project.
Resource: THE COLLABORATIVE ADMINISTRATOR (1 per participant)

PLC Associate – 1 day

Cost: $6,500.00

Teacher-Leader Training:

This 3-day training is for teachers leading collaborative teams.

Resource: REVISITING PROFESSIONAL LEARNING COMMUNITIES AT WORK (10 copies) The 10th anniversary sequel to *Professional Learning Communities at Work.*

THE COLLABORATIVE TEACHER (10 copies) Best practices of collaborative teacher leadership.

PLC Associate – 3 days

Cost: $19,500.00

Continuous On-Site Data Analysis and Progress Monitoring Support

The needs assessment will be followed by 3 more on-site associate visits throughout the year.

Resource: PYRAMID RESPONSE TO INTERVENTION (10 copies)

PLC Associate – 3 days

Cost: $19,500.00

Administrator Consultative Support

At the end of the on-site support days, a meeting for administrators and other key stakeholders will be held.

PLC Associate – 3 days Combined with On-site days

Work Sessions over Defined Topics:

During the school year, five 1-day work sessions over defined topics will be provided for teachers.

PLC Associate – 5 days

Cost: $32,500.00

Year Two

Transition Planning Meeting:

This meeting is to include a Solution Tree Representative, key stakeholders from the participating school, along with district representation.

Lead Associate – 1 day

Cost: $6,500.00

Administrative Leadership Training:

As in the previous year, a 1-day training will be held for principals, assistant principals and central office level leaders.

PLC Associate – 1 day

Cost: $6,500.00

Teacher-Leader Training:

This 2-day training will be utilized as a support mechanism for teachers leading collaborative teams.

PLC Associate – 1 day

Cost: $13,000.00

Continuous On-Site Data Analysis and Progress Monitoring Support

The 3 onsite visits throughout the year will be consistent with the visits from the previous year.

PLC Associate – 1 day

Cost: $19,500.00

Work Sessions over Defined Topics:

As in the previous year there will be five 1-day work sessions over defined topics will be provided for teachers.

PLC Associate – 5 days

Cost: $32,500.00

Total Cost for year 1:	**$98,150.00 plus resources**
Total Cost for year 2:	**$78,000.00 plus resources**
Total Cost for years 1 and 2 combined:	**176,150.00 plus resources**

Solutions Tree has agreed to divide/amend these budgetary items over three years and work with the school to plan a more detailed budget concerning their services. Solutions Tree will also work with the school concerning positive behavior support related to school discipline issues.

In addition, a coach for the school will be hired at a cost of $75,000 per year for each year of the grant. This person would be employed with the condition that they could return to their prior position if an in-county person is hired. This person would need to have extensive background in coaching/modeling and have been involved in school reform best practices and training. Part of the salary would come from the school Title I grant, and part from the SIG grant.

Letter of Intent to Apply

The Mason County Board of Education on behalf of the Point Pleasant Intermediate School intends to apply for the available grant money for School Improvement.

Dr. William Capehart 5/25/10

Superintendent

Patricia Park 5-25-10

Title I Coordinator

			the Sonday System. Children are progress monitored twice monthly or once a month depending on the Tier placement with possible changes in placement. Groupings are based on DIBELS data, WESTEST 2 and teacher recommendation.	recommendations.
		Are the measurable goals for achievement known by students, teachers and parents?	The goals are not known by all parents. The students are not informed.	Measurable goals will be posted in the school. Teachers will discuss class goals with students. A trifold will be developed and sent home as well as placed on the school website.
		What other performance based data is used to demonstrate proficiency?	PPIS utilizes DIBELS (grades 3-6), Writing Roadmap 2, Acuity, Calendar Math Progress Tests and AYP tests included in the adopted math textbook. Teacher made tests, checklists, and informal observations are used. Not all teachers analyze and utilize the data as they should.	Solution Tree will be providing data analysis and interpretation with in class monitoring and support.
Percentage of limited English proficient	NA	How is the percentage of families who speak English as	NA	NA

students who attain English language proficiency		a second language affecting instructional modifications and communications with parents? Do school policies promote respect for diversity?		
Number of classes utilizing Acuity, Writing Road Map and techSteps and the benchmark results from these assessments	All regular classrooms utilize the assessments to various degrees. Benchmark results are not used.	Who uses technology as an instructional tool?	Classroom teachers use Acuity, Techsteps and Writing Roadmap 2 to varying degrees. A SIG has afforded PPIS the opportunity to have a full time Technology Integration Specialist for two years.	Training in each of these areas needs to be revisited. Implementation support will be provided by a Technology Integration Specialist (TIS) and mentor teachers.
Availability of current technology and degree to which technology is integrated into instruction	100 % of all regular classrooms have an interactive whiteboard and an ELMO. Each grade-level has s student responder unit. The school has one stationary computer lab and two mobile labs. Every classroom has desktop computers (varies between classrooms - 3-5 per classroom). The school also has a classroom set of digital cameras.	What kinds of learning activities can be observed when technology is integrated into a lesson?	No available data	Checklist will be developed and utilized by school and county level personnel. The newly adopted math series provides a great deal of technology activities – pd with follow-up is provided by the company.
		How are teachers using the results of Acuity assessments to provide student	Limited use of results	Formative assessments will be a priority for 2010-2011. Mentors, team leaders, and

		intervention and change classroom instruction?		lead teachers will facilitate the interpretation of data to inform instruction.
		How engaged were students when using technology? (e.g., developing a PP or sitting at a computer following a program)	No available data	
		How proficient are teachers in both using and integrating technology within a lesson?	Most teachers do not feel proficient, but many are working toward becoming proficient.	Technology integration will be modeled and supported by the TIS and mentor teachers.
Results of PLAN and EXPLORE assessments	NA (if applicable)	How are the results of these assessments being used? What programs are in place to assist students in enrolling in post secondary education? What percent of the students are accepted into the armed forces?	NA	NA
Comparative gap analysis for all subgroups	2009 WESTEST 2 Data Math – Percent Proficient - ALL 64, SWD – 44, Low SES – 57 RLA – Percent Proficient – ALL 62, SWD – 31, Low SES - 53	Why are some subgroups meeting performance standards and other s are not?	The biggest concern is the achievement gap between the Students with disabilities and ALL subgroups.	PPIS will continue to study the achievement gap between the ALL and SWD subgroups. Effective instructional strategies for math and RLA will be utilized and monitored.
		Is a gap in achievement noted based on race or gender?	No	

Math courses students completed in grades 9 and 10		If so, how many higher level math classes are the lower performing students taking? Which students are encouraged to enroll in higher level classes?	NA NA	
Number of students failing reading and mathematics per grade level	Reading: Grade 3 – 5 Grade 4 – 0 Grade 5 – 0 Grade 6 – 0 Math: Grade 3 – 3 Grade 4 – 4 Grade 5 – 0 Grade 6 - 3	Why are students failing in these two core subjects? What instructional strategies are being utilized? Is there evidence of formative assessment processes to inform and guide instruction?	Lack of direct instruction, motivation, attendance, transition of families, medical causes, and behavioral issues interfere with instruction and learning. Active engagement and small group instruction are not utilized enough. There is lack of monitoring by the administrations during classroom instructional time. Teachers have not been adequately trained in the various types of assessment.	Various amounts of support are offered by some teachers. Tier I and II programs have been offered in reading. Tier III since January has been Sonday since the Walk to Intervention was changed. DIBELS and classroom tests as well as Acuity are used for formative assessment tools. Instructional strategies in the area of math include push-in professionals to assist with instruction as well as Calendar Math. Calendar Math assessments and core program tests are being used for formative assessment. Acuity

				benchmarks are also used. The newly adopted math series will provide multiple opportunities for staff development in the area of differentiated instruction.
Grade distribution per teacher (i.e., % of A, B, C, D and F)	See spreadsheet at the end of this document for each classroom.	Why do students succeed in some classes over other classes? What administrative measures are taken to address teacher who have a high percentage of students with Ds and Fs? What type of feedback do student receive on assignments-evaluative or descriptive? For what assignments do students receive a grade? What is the school's grading policy?	Various teaching methods are not consistent. None to date . Grades and conferences are held with students on some occasions. Classroom grades for assignments in core subject areas are given. Extra credit points are given for a variety of things such as homework. The county has developed a scale of percentages for specified letter grades.	Implementation, modeling, and monitoring will help teachers continue using new proven strategies. Administrative monitoring and conferences with teachers will assist in this area. Allow time in the schedules for student conferences to occur. Grade level meetings will help to determine consistency in issuing grades. The county team should look into developing a standards based report card.

		What is the school's homework policy? How does homework impact achievement results for the grading period?	The county policy states that homework be consistent with the maturity of the student and should be meaningful. Unfinished work is not to be considered homework. Most teachers give extra credit points for doing homework.	School needs to set guidelines for homework and explain in a meeting to parents. A schedule should be developed to prevent overloading on any one night. Homework assignments should provide for content mastery with a conservative amount of work. It should be practice of what is taught, not anything new.
Other Student Outcome Data				
Dropout rates	NA	Why are students dropping out of school? What preventive measures are in place to support students to stay in school? What early indicators are consistent in students who drop out?	NA	NA
Attendance –average daily rate per school and the % of students who attend school 80% of the time or less	95% Less than one per cent of the students attend less than 80% of the time. One severely health impaired	Why is attendance a problem for some students and not others? What has been done to	The high poverty rate and mothers' educational levels do not value attendance. Referrals to county	Informational meetings for parent to address attendance, GED, and parental involvement in schools. The attendance director

	student misses frequently.	address students with chronic attendance problems? Are there health issues interfering with individual student attendance? How does the school's attendance incentive program encourage students to come to school? Why do the students not want to attend school?	Attendance Director are made. Diabetes affects several students and produces days absent. Awards are given to those with perfect attendance monthly, quarterly, by semester and year end.	makes contact with parents. A counselor has been hired full time to assist as the school level with chronic absenteeism. The school nurse will be asked to intervene and offer suggestions to parents concerning these children.
# of students receiving at least one out-of-school suspension	60 students have received out of school suspensions while 46 students have received in school suspensions.	What is the most common reason for out of school suspensions? Are there personal conflicts interfering with individual students learning?	Disrupting the educational process and physical altercations were the major reasons for suspensions. One student is home schooled as a result of bullying.	Behavior management staff development will be provided by Solution Tree with a school-wide plan developed.
Student enrollment in the school	396 students	How does the student enrollment and grade configuration of the school impact instruction and discipline?	Student teacher ratio is 23/1 (average). Due to the fact that the school is a 3-6 school, more behavior problems arise due to the number of	Behavior management staff development will be provided by Solution Tree with a school-wide plan developed.

			students per grade level.	
		What is the percentage of students identified as students with disabilities?	12.37% are identified. (49 students)	
		What percentage of students are identified as gifted?	1.26% are identified as gifted.	
Student-teacher relationships	No data available	How is respect for staff and students ensured?	Good rapport and relationships are observed by the principal.	Solution Tree will strengthen this area if needed.
		How does the administration deal with student/teacher conflicts?	Conflicts are discussed with teacher and some changes in placement have occurred.	Solution Tree will be utilized to help with these types of conflict.
		Does a teacher/student mentor program exist?	Not at this time	A teacher/student mentor program will be developed with the assistance of Solution Tree.
Promotion/retention rates	No retentions	How is retention determined?	NA	NA
	3 Promotions or Accelerations	What correlation is there between students who have been retained one or more times and the dropout rate?	NA	NA
# of times a student has been retained	County policy prohibits students from being retained more than once in the elementary schools and once in the secondary school.	Is there a correlation between the grade in which the student was retained and the dropout rate?		

Data Analysis and Determination of Root Causes

Discipline referrals and reasons for office referral	Classroom disruptions (23) Physical Altercations (24) Bullying and Harassment (1) Harassment with sexual comments (8) Possession of knife (not a deadly weapon) (3) Possession of tobacco (1)	How does the school discipline plan promote positive behavior? Is the school discipline plan implemented consistently and objectively? Why are students being referred to the office for disciplinary action? Are classroom rules and procedures consistent within the building?	The school has a Student of the Month board for students who exhibit good behavior. Discipline is handled by each classroom teacher and a consistent school-wide plan is needed. Some teachers are weak in handling inappropriate student behavior. No	Solution Tree will be addressing all discipline referrals with a school plan developed for remedying the situations.
Discipline referrals by teacher	Only data provided by administrators – one percent consistently refer children to the office.	What percentage of teachers refer students to the office for disciplinary action? Why are these students being excluded from the classroom? Has the administration ascertained if this is a teacher classroom management problem or a student disciplinary problem? How are students involved in	One percent consistently refer children to the office. Classroom disruptions and physical altercations Yes When classroom rules are	Solution Tree will work with the individual teachers after a school plan is developed. Monitoring will be conducted by administrators.

		developing classroom procedures and expectations? How does the school ensure all students have the necessary supplies? (paper, pencil) How is the teacher/student relationship affecting classroom discipline?	developed at the beginning of the year, students give input. Excess levy provides for school supplies. Some teachers feel they should be friends with the students and be well-liked.	
Culture, Conditions and Practices				
Cultural Topology or Cultural Survey results conducted by the State System of Support (SSOS)	Have not been conducted by SSOS	How have the results of the cultural topology been utilized by the staff? Why does the staff say they are proud of the school?	NA	
Current governance structure – presence of engaged principals, teacher input into decision-making, the organization of teachers by teams	School Improvement Team Various committees to address attendance, curriculum, rewards. Grade Level Teams with lead teachers	What evidence exists to indicate teachers have an active role in the school decisions? Is time provided within the work day for teachers to meet in collaborative teams?	Attendance records at meetings and sub-meetings are kept. The Curriculum Committee meets monthly. The Title I Committee meets a minimum of quarterly. Regular Faculty Senate meetings are held. Grade level meetings are held periodically. Two teachers per grade level have common planning time.	Solution Tree will be addressing scheduling issues within their proposal.

		How often does collaborative planning occur with other teachers? What is done during these meetings? Are the meetings driven by an agenda?	Bi-monthly Teachers address concerns, study data, and prioritize CSOs, grade level situations. All meetings have an agenda developed by the Team Leader.	
Number of administrators in the building, definition of roles, years of experience, specialized training and advanced degrees	1 ½ administrators Principal has 40 years experience with an MA + 45 in Educational Administration and K-12 Curriculum. The assistant principal has 3 years experience with an MA +30 in Pre-Adult Leadership and Supervisor of General Instruction.	Is the principals viewed as a business manager, a disciplinarian or an instructional leader? How are the roles defined among the administrative staff? Does the principal permit distributed leadership? How does the administrator balance work responsibilities between management and instructional leadership?	Disciplinarian and business management The roles are not defined. Only when forced by the county. The current administrators spend all of their time on management and discipline problems.	With the hiring of new administrators, jobs will be assigned so that instructional leadership is better defined. Roles will be defined with hiring of new personnel. PLCs have been formed and will be operational throughout the year. One principal will be designated to address instruction in the classroom.

Parent training and support for families Degree of meaningful parent involvement and amount/frequency of communication with parents	Parent trainings are scheduled monthly. Monthly newsletters are sent home while daily planners are sent with students. The school maintains a current website.	How do the parent training provided directly connect to classroom instruction? What is the amount and frequency of opportunities for parents to be involved in decision making activities? What is the frequency and quality of information distributed to parents? What modes of communication are utilized with parents?	Topics such as Science Fair, Social Studies Fair, WESTEST considerations, summer learning and technology are presented to parents and tie into classroom instruction. Monthly meetings provide the opportunity to have parental input. Monthly News letters, student planner, Web Page, Electronic Informational Sign, SchoolMessenger calling system, teacher notes	Parent attendance at meetings will be studied. Only the meetings tied to an event with the students are well attended. This practice will continue in 2010-2011, A parent handbook is being customized and provided as part of the student planner for 2010-2011.
Instructional Practices Inventory conducted by the SSOS	Not completed by SSOS.	How have the results of the IPI been utilized by the staff? How do instructional practices maximize student engagement?		Data will be presented to the staff during scheduled meetings.
Use of standards-based instructional practices and formative assessments	No available data from administrators.	Have learning targets been established and formative assessments developed to align with the learning targets?	Grade level meetings prioritized CSOs. Assessment instruments such Acuity were used to guide instruction.	Solution Tree will be providing assistance in this area.

		What additional programs and/or materials are being utilized? How does the staff determine the academic effectiveness of these materials in relation to the time and money expended?	Calendar Math Sonday Learning System Spiral Up Reading Program Odyssey Program Research based information is used prior to purchase.	Third grade students will use Success Maker this summer and next year.
Questionnaires or classroom observations completed by staff or external evaluators Results of classroom walkthroughs	No data available from administrator.	What evidence exists to demonstrate the teachers teach to the standards and not the textbook? How are the results of classroom walkthroughs utilized to change instructional practice?	Adopted textbooks must meet 80% of the standards. Therefore, teaching from a core program ensures teaching of most standards. Not being done consistently.	Power content standards will be developed in conjunction with Solution Tree. The instructional principal will do weekly walkthroughs and conferencing.
Highly Qualified Teacher Data	All PPIS staff members are highly qualified except for the visually impaired teacher (has one student). The visually impaired teacher is currently working on her certification.	Are the most highly qualified and highly trained staff members assigned to work with the most "at risk" students? If not, why?	Students are assigned to classroom teachers with an equal distribution of ability levels. Special education and Title I staff coordinate schedules to service the "at risk" students.	The visually impaired teacher is working toward full certification.
Use of professional and paraprofessional staff to	Two Title I teachers One RTI specialist 4 special education teachers	What role does the support staff play in providing additional support for student	Staff is utilized in all classrooms.	Assist individual students as needed. The professionals work with

support students	(two are used in classrooms) 1 VI teacher (part-time) 1 HI teacher (part-time) 1 speech therapist 1 Sign Language Interpreter ½ counselor 1 paraprofessional 3 aides (one assigned to visually impaired student)	success?		Tier II instruction. The professionals utilize an in-classroom instructional model. Focus will be placed on greatest need for support staff next year.
Number of content and programs specialists (e.g., counselors, health staff and social workers)	PPIS has a half –time counselor and a part time school nurse.	What determines which students are referred to program specialists?	Staffing is controlled at the county level.	Full time counselor and assistant principal will be employed next year.
Teacher average monthly attendance rates	92%	How is teacher attendance affecting student achievement? How does teacher employment satisfaction affect the number of days a teacher is absent? How substitutes are selected for long term substitute positions?	Teacher attendance only affects achievement if the teacher leaves no plans. Has not been observed as being a problem Principals may request and every effort is made to get a highly qualified teacher.	Lesson plans will be checked weekly.
Sustained, research based school professional development plan based on individual school needs	All professional development provided at the school level is based on research. As much follow-up as possible is provided. The school determines its professional development	How is the school based professional development directly linked to the school's goals and objectives?	All professional development provided by the school is directly linked to the school's goals and objectives as evidenced by the Five Year Strategic Plan.	Professional development has been addressed through previous grants based upon school needs.

	based on data analysis.	Have the teachers identified areas where individual assistance may be required?	Most teachers are aware of their strengths and weaknesses, but not all are comfortable requesting help. Some are not aware of their individual strengths and weaknesses.	Summer Academies are planned around the needs of the school based on assessment of needs.
		How is it ensured that both principals and teachers receive the same professional development training?	The current and previous administrators do not attend most professional development sessions with the staff.	Newly employed administrators will be required to attend professional development with the PPIS staff.
		How do principals monitor the implementation of instructional strategies/practices learned in professional development sessions?	Currently not being addressed.	
		How is professional development differentiated to meet individual teacher needs?	Not being addressed as much as it should be at this time.	
		How does a teacher mentoring program provide support to new teachers or teachers who are new to the building?	Each new teacher was provided with a mentor. An outside facilitator with the grant observed and offered suggestions.	Mentoring program will be re-designed to include permanent substitutes as well as to new teachers with more support provided during the day.
		Are the professional development sessions	Some are mandatory, but the majority are voluntary.	Goals will be required of each PLC with ties to staff

		voluntary or mandatory?		development.
		What percentage of teachers participate in voluntary sessions?	92% of teachers participate in voluntary sessions.	
		How is the professional development embedded into the day to day routine of the staff?	Mentor teachers provide embedded professional development. Follow-up pd on Calendar Math and Effective Reading Instructional Strategies was provided during the 2009-2010 school year.	With the new administrators' job requirements, staff development will need to be embedded since monitoring will occur.
		Who provides the professional development? (SEA staff, LEA staff, higher ed, outside consultants)	Most of the PD is provided by outside consultants.	Solution Tree will be providing staff development based on their findings.
		How does the school/district ensure follow-up sessions are provided for sustainability?	Intensive staff development has been done in this particular school.	

Math Grade Distribution at PPIS

Class	% of A grades	% of B Grades	% of C Grades	% of D Grades	% of F Grades
Grade 3 A	67%	17%	17%	0%	0%
Grade 3 B	24%	52%	15%	0.02%	0.06%
Grade 3 C	37%	37%	19%	0.06%	0.04%
Grade 3 D	37%	29%	20%	0.04%	0.06%
Grade 3 E	17%	59%	24%	0%	0%
Grade 4 A	25%	40%	28%	0.07%	0%
Grade 4 B	33%	35%	28%	0.04%	0.01%
Grade 4 C	42%	24%	19%	0.09%	0.03%
Grade 4 D	39%	42%	13.00%	0.06%	0%
Grade 5 A	39%	32%	26%	3%	0%
Grade 5 B	42%	49%	8%	1%	0%
Grade 5 C	33%	33%	33%	0%	0%
Grade 5 D	36%	28%	26%	10%	0%
Grade 6 A	56%	26%	15%	0%	0%
Grade 6 B	23%	36%	29%	0.06%	0.03%
Grade 6 C	24%	29%	29%	15.00%	0.01%
Grade 6 D	71%	19%	13%	0%	0%

Reading Grade Distribution at PPIS

Grade 3 A	59%	17%	17%	0%	0%
Grade 3 B	37%	41%	13%	7.00%	0.02%
Grade 3 C	31%	35%	30%	0.04%	0%
Grade 3 D	37%	27%	22%	0.60%	0.04%
Grade 3 E	17%	52%	31%	0%	0%

Grade 4 A	53%	39%	0.07%	0.01%	0%
Grade 4 B	31%	48%	21%	0.01%	0.01%
Grade 4 C	37%	27%	29%	0.03%	0.00%
Grade 4 D	54%	33%	0%	0.05%	0.00%
Grade 5 A	12%	46%	36%	7%	0%
Grade 5 B	33%	40%	26%	0%	0%
Grade 5 C	36%	59%	0.05%	0%	0%
Grade 5 D	21%	41%	33%	5%	0%
Grade 6 A	25%	39%	26%	0.04%	0%
Grade 6 B	56%	23%	13%	0.01%	0%
Grade 6 C	24%	29%	29%	15.00%	0%
Grade 6 D	41%	39%	13%	0.01%	0%

* TRANSIENT STUDENTS AND STUDENTS NOT GIVEN GRADES BY CLASSROOM TEACHERS RESULT IN PER CENTAGES LESS THAN 100%

Mason County District Capacity Index

Each LEA must complete a self analysis of the capacity it has to assist the low performing schools in the implementation of the selected intervention. This will be determined utilizing a scale of 1-3 ranking from poor (1), satisfactory (2) and commendable (3) for the following criteria:

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
LEA governance	State takeover district	Limited SEA intervention	No SEA intervention	**3**
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted-repayment of funds not required	No findings in the fiscal area	**2**
LEA overall achievement ranking	Bottom (5% = 3 districts)	Middle (70% = 38 districts)	Top (25% = 14 districts)	2
Approval of the district strategic plan by the SEA (entire plan, not just the Title I section)	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	2
Percentage of Title I schools that met AYP in the last testing cycle	0-50% of the Title I schools met AYP.	51-75% of the Title I schools met AYP.	76-100% of the Title I schools met AYP.	2
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	2
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	3

Criteria	Poor 1 point	Satisfactory 2 points	Commendable 3 points	Points Earned
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders (e.g., parents; representatives of institutions of higher education; representatives of RESA or representatives of outside consultant groups) Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	2
			Total Points	18

Districts must obtain a score of 20 out of 24 possible points to demonstrate capacity to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention/activities in each identified school.

SEA Technical Assistance Needed for Mason County Schools

Mason County Schools will seek the following technical assistance from the SEA during the 2009-2010 and 2010-2011 school years:

1. **Help with audit report findings and how to correct errors.**
2. **LEA Strategic Plan development**
3. **Implementation of PLCs**

Preliminary Budget Form Template

District Name: Mason County

School Name by Tier	Intervention Models: Select the model that will be implemented in each Tier I and Tier II school.			
	Turnaround	Restart	Closure	Transformation
Tier I School:				
Tier II Schools:				
Tier III Schools: Point Pleasant Intermediate	Not applicable to Tier III schools.			

Complete a separate table for each Tier III school. Estimate the amount of funds required to conduct school improvement activities.

School Name: Point Pleasant Intermediate School				
List School Improvement Activities	Year 1	Year 2	Year 3	Total
Solutions Tree (Behavior Management Training, Culture/Climate, PLCs, RTI, Curriculum Alignment)	$88,010	$57,800	$92,000	$237,810
Classroom Coaching & Modeling for Mathematics and Reading (30 Days/Year at $300/day)	9,000	9,000	9,000	27,000
Assign Grade Level Leaders as Mentors to New Staff	0	0	0	0
Staff Development on yearly evaluation system adoption (WV BOE Policy 5310 revision)	0	0	0	0
2010 Teacher Leadership Institute School Based Team	4,400	0	0	4,400
Transformational Specialist Team Training (WVDE initial & yearly follow-up)	2,300	2,300	2,300	6,900
School Leadership Team Workshops (WVDE)	9,150	9,150	9,150	27,450
Ongoing Family & Community Involvement Training and Activities	300	300	300	900
School Improvement Coordinator	95,000	95,000	95,000	285,000
Total:	208,160	173,550	207,750	589,460